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ABSTRACT

Development of the College Descriptive Index (CDI; Form C) is reported. The CDI is an adjective check list that measures eight dimensions of students' satisfaction with college. The instrument was completed by 601 students at four colleges providing information on satisfaction in each of the eight areas. Scoring procedures and a copy of the instrument are included. Evidence is presented for CDI multidimensionality, scale homogeneity, and criterion related validity. (Author)

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The College Descriptive Index (C.D.I.):

Development and Background Information

Technical Manual

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ABSTRACT

Development of the College Descriptive Index (Form C) is reported. The C.D.I. is an adjective check list that measures eight dimensions of students' satisfaction with college. The instrument was completed by 601 students at four colleges providing information on satisfaction in each of the eight areas. Scoring procedures and a copy of the instrument are included. Evidence is presented for C.D.I. multidimensionality, scale homogeneity, and criterion related validity.

Notes

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The College Descriptive Index (C.D.I.): Development and Background Information Technical Manual - 1983

INTRODUCTION

The College Descriptive Index (C.D.I.) was developed as a research instrument for the assessment of students' satisfaction with their college experience. The intent was to provide a measure which is standardized, multidimensional, simple to understand and complete, reliable and valid. The C.D.I. is structurally similar to the Job Descriptive Index (Smith, Kendall & Hulin, 1969). The C.D.I. taps eight aspects of the college experience:

1. Teachers
2. Parents
3. Your Self
4. Other Students
5. Courses
6. Finances
7. Administrators
8. Non-Course Activities

DEFINITION OF SATISFACTION

Satisfaction/dissatisfaction is the subjective reaction of an individual to particular facets of his or her situation. In a college or university setting, satisfaction and dissatisfaction represent responses to the intellectual, social, emotional and physical environment in which the college student participates.

Satisfaction is a complex phenomenon in a complex milieu. College students are exposed to many new, different, and sometimes unsettling experiences. Often the stability of the familiar home, family, friends, and activities are absent. Students are simultaneously attempting to understand and respond to academic challenges, living arrangements, new acquaintances, sexual relationships, personal growth, and career exploration. Given this diversity of environmental influences, it is likely that satisfaction with college will be multifaceted.

Astin (1977) has discussed in detail the importance of satisfaction as an educational outcome variable. A psychometrically respectable measure should prove useful for both administrators (who could use a satisfaction measure as one type of quality control indicator) and investigators (who could use a satisfaction measure to compare colleges, groups of students, and

relate the college experience to later life experience). To accurately describe satisfaction, students' subjective reactions to an evaluations of their experience must be carefully assessed. The stumbling block, however, has been accurate measurement of satisfaction.

MEASUREMENT OF SATISFACTION

Measurement of college satisfaction has taken many forms, but the literature has been dominated by two basic types. The approach most commonly used involves a single item (or small number of items) contained in a larger survey (e.g., "How satisfied are you with your college experience?"). A second approach involves several concerted attempts which have been made to develop procedures to assess college satisfaction in a standardized, reliable and valid fashion. These efforts have involved development of questionnaires, such as the College Student Satisfaction Questionnaire, CSSQ (Betz, Menne, & Klingensmith, 1970), or the Transactional Analysis of Personality and Environment, TAPE (Pervin, 1967).

Both of these approaches, however, are limited in several respects. In the most typical, single item case, responses are typically made on 3- to 5-point scales with scales which frequently either lack end anchoring, or use ambiguous response levels. Reliability and validity of these measures is frequently unavailable. And, the single question used fails to encompass the complexity of satisfaction.

While the second approach is clearly superior, it too has several limitations. The CSSQ lack generalizability across environments, uses somewhat ambiguous response options, and appears to contain both ambiguous and complex items. The TAPE is probably more generalizable, using a semantic differntial structure. However, it relies on a discrepancy scoring procedure which defines satisfaction or dissatisfaction as the degree of similarity between Self and Environment measures. We question the accuracy of this discrepancy scoring procedure, arguing that a student may report Self-Environment congruency, yet be dissatisfied, and vice versa.

The lack of consistency and comparability of satisfaction measures, coupled with the questionnable accuracy of so many measures, has led to contradictory results and confusion. While we are adding another measure to the long list, our specific purpose was to develop a new instrument which avoids problems noted above. The process began with the search for appropriate measurement criteria.

Smith, Kendall and Hulin (1969) proposed several general requirements for the measurement of satisfaction. They are:

1. Measures should be applicable to a wide spectrum of people. The general verbal level should be low. They should avoid long complicated attitude statements. Because of the ambiguity of interpretation of responses such as "strongly agree" and "strongly disagree," these types of response options should be avoided.

2. Measures should be reliable.

3. Measures should be standardized. Clear instructions should be provided. The format should be standardized.

4. Measures should be multidimensional. Since satisfaction is assumed to be a complex construct, separate scores should be available for each facet tapped.

5. Measures should be valid. They should allow for prediction of individual differences in behavior. They should be understandable, allowing development of general laws and theory (Smith et al., 1969, p. 3-6).

The C.D.I. was developed in light of these measurement criteria.

DEVELOPMENT OF THE COLLEGE DESCRIPTIVE INDEX

The C.D.I. was modeled after the Job Descriptive Index (Smith et al., 1969). The instrument collects students' reactions to their experience of college life. Eight areas or domains were thought to be the primary influences in a student's experience -- teachers, courses, peers, activities, finances, family, administrators, and the self. These were, therefore, selected for inclusion in the instrument. (The inclusion of two dimensions seemed somewhat questionable at this point. First, many students have little contact with college "administrators," thus the utility of this scale was questioned. Second, while "parents" provide considerable financial support for many students, the extent of their impact on students' experiences varies widely. Both of these dimensions, however, were included for the sake of completeness.) It was expected that there would be differences in response and in importance from student to student and from campus to campus on each of these variables.

A number of descriptive adjectives were selected to compose a scale for each dimension, based on the a priori judgment of the authors that each adjective might be relevant to a particular aspect of college life. Adjectives were assembled from such

sources as the Job Descriptive Index (Smith et al., 1969) and the Adjective Check List (Gough, 1952). Approximately half of the items in each dimension were positively worded (e.g., honest, creative, important); the remaining half were negatively worded (e.g., irrelevant, offensive, careless). We expected that students highly satisfied in an area would find most positive adjectives descriptive of that area and find most negative adjectives unlike their experiences. We expected the opposite with highly dissatisfied students.

Each C.D.I. dimension appears on a separate questionnaire page to minimize cross-dimensional carry-over effects. The eight dimensions and corresponding number of items are:

Teachers	20 items
Parents	15 items
Your Self	17 items
Other Students	21 items
Courses	16 items
Finances	7 items
Administrators	21 items
Non-Course Activities	16 items

This manual presents information on Form C of the College Descriptive Index (Reed, Lahey, & Downey, 1980).

Form A was originally developed in 1978. It contained 211 descriptive adjectives distributed among the eight dimensions. Evaluation of the original instrument, based on a sample of Kansas students, focused on elimination of redundant items and improving the internal consistency of scales. The first revision yielded Form B, containing 129 items. A second evaluation of the C.D.I., with the same goals in mind, was based on a sample of students from New York. Form C is slightly longer than Form B, because items were added to several Form B scales to restore equal positive - negative item number balance. Additionally, several Form B items which appeared to be ambiguous or unclear were replaced with synonyms in Form C. (For detailed information on the development and evaluation of Forms A and B, see Reed, Lahey, & Downey, Reference Note 1.) The present version, Form C, contains 133 descriptive adjectives, grouped in eight areas. A copy of the C.D.I. is reproduced in the Appendix.

SAMPLE

Colleges

Usable data were received from 601 undergraduate students enrolled at four different colleges. The colleges may be described as follows:

(a) a medium sized, coeducational, primarily residential, public liberal arts college in the north eastern U.S.;

(b) a small, coeducational, primarily residential, private liberal arts college in the north eastern U.S.;

(c) a small, primarily residential, private liberal arts college for women in the middle atlantic U.S.;

(d) a medium sized, coeducational, heavily commuter, public liberal arts college in the midwest.

Because of the request of one college that it not be explicitly identified, data are not identified with particular institutions in this report.

Students

Sixty-three percent (380) of the respondents were women, 37 percent (221) were men. The average age was 20.5 years (s = 3.9 years; Median = 19.5 years). Students represented all four college classes, although the largest proportion (49%) were freshmen. The remainder of the sample included 19 percent sophomores, 14 percent juniors, and 18 percent seniors. Approximately 58 percent lived on campus; 42 percent lived off campus, approximately half of whom commuted from home. Thirty-six percent were attending a college within fifty miles of home.

ADMINISTRATION AND SCORING

The 9-page C.D.I. instrument contains explicit written instructions for respondents. These include both general instructions concerning the whole instrument on page one, and specific instructions for each dimension on the separate page which concerns that dimension. The C.D.I. may be administered individually, in groups, or as a mailed survey.

To complete the instrument, subjects are instructed (in part):

"...On the following pages you will see lists of adjectives which may or may not accurately describe your college experiences and your feelings about those experiences. The words are grouped in eight areas, concerning your Teachers, Parents, Self, Other Students, Courses, Finances,

College Administrators, and Non-Course Activities.
...

"... Think of your Teachers (Professors). How well does each of the following adjectives describe most of your Teachers this semester? Circle:
Y for "yes" if the word does describe your teachers,
N for "no" if it does not describe your teachers,
? if you cannot decide. ..."

Item scoring

A high C.D.I. score indicates satisfaction; a low score indicates dissatisfaction. Both positive and negative adjectives appear in each scale dimension. Thus, they must be scored in different fashions for consistency. Included in homogeneity analysis tables described below (Appendix Tables 8 through 15), are type indicators; negative adjectives are identified by a minus (-) following the item number; positive adjectives have no indicator.

Each item is scored 1, 2, or 3-points; a 3 indicates satisfaction, a 1 indicates dissatisfaction. For positive adjectives, a "yes" response (indicating that the item describes his/her experience) is scored 3-points (e.g., "yes" my teachers are "articulate"). A "no" response to a positive adjective is scored 1-point, representing dissatisfaction since the item is not descriptive of the student's experience (e.g., "no" my teachers are not "helpful"). Negative items are scored in the opposite fashion; 3-points for a "no" response to a negative adjective indicating satisfaction (e.g., "no" my teachers are not "inconsiderate"); 1-point for a "yes" response (e.g., "yes" my teachers are "conceited"). Item scoring is summarized below.

Item Scoring Key

Positive Adjectives	Negative Adjectives
Y = 3 points	N = 3 points
? = 2 points	? = 2 points
N = 1 point	Y = 1 point

Scale scoring

Because scales were of varying lengths, the Dimension or Scale Mean was selected as the most accurate expression of a subject's score on a dimension. A Scale Mean score was computed for each C.D.I. dimension for each subject. This was accomplished by (a) summing the scores for all items in the dimension to which the

subject responded, and (b) dividing by the number of valid item responses. Blanks (failure to respond to an item) represent missing data and were omitted. If more than 25% of the items in a scale were omitted or otherwise invalid (e.g., multiple response), the dimension score was not computed.

PRELIMINARY NORMS

Combining subjects from the four-college sample described above, a preliminary norm distribution was constructed, as shown in Table 1. A Centile distribution is presented for scores in each C.D.I. Scale. Also included are group data for each dimension, including scale mean, standard deviation, median, and number of subjects on which the measures are based.

RELIABILITY

Coefficients of internal consistency were computed for each C.D.I. dimension using Cronbach's Coefficient Alpha (Cronbach, 1951). Alpha coefficients for the eight C.D.I. dimensions are presented in Table 2.

Detailed information on items and scale homogeneity are included in Appendix Tables 8 through 15. Item information includes: adjective and indicator (-) if it is negative; item mean and standard deviation; squared multiple correlation with other items in the scale. Scale statistics provided include summative scale mean and variance, mean item mean and variance, mean inter-item correlation, scale alpha, and number of items in the scale.

In general, homogeneity indices are moderately high to high, ranging from .77 to .93. They indicate that each resulting scale can be used with a moderate degree of confidence.

SCALE INTERCORRELATIONS

Intercorrelations of the eight C.D.I. scales were computed. The 28 correlations are presented in Table 3. In general, the correlations are moderately low. A striking exception is the relationship shown between the logically related scales Teachers and Courses (r = .53).

Table 1

Centile Distribution of College Descriptive Index Scale Scores

Centile	Teacher	Parents	Your Self	Other Stud.	Courses	Finances	Administr.	Non-Course	Centile
1.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	1.00
.90	2.90	3.00	2.76	2.79	2.87	2.77	2.90	2.85	.90
.80	2.80	2.94	2.63	2.71	2.73	2.67	2.81	2.75	.80
.70	2.75	2.93	2.56	2.61	2.67	2.43	2.75	2.69	.70
.60	2.69	2.86	2.47	2.55	2.56	2.24	2.61	2.61	.60
.50	2.64	2.77	2.39	2.43	2.44	2.00	2.48	2.52	.50
.40	2.58	2.72	2.29	2.35	2.31	1.84	2.33	2.44	.40
.30	2.48	2.55	2.16	2.24	2.16	1.54	2.15	2.31	.30
.20	2.37	2.41	2.02	2.06	1.98	1.28	1.98	2.11	.20
.10	2.22	2.13	1.82	1.85	1.73	1.06	1.75	1.88	.10
Mean	2.595	2.676	2.352	2.398	2.379	2.021	2.400	2.459	Mean
s.d.	.28	.36	.36	.37	.43	.64	.46	.40	s.d.
Median	2.650	2.801	2.412	2.430	2.442	2.009	2.477	2.561	Median
n	598	588	598	596	599	595	579	579	n

Table 2

Coefficients of Internal Consistency

for Eight C.D.I. Dimensions

Scale	Alpha
Teachers	.78
Parents	.85
Your Self	.78
Other Students	.84
Courses	.87
Finances	.84
Administrators	.93
Non-Course Activities	.81

Table 3

Intercorrelations Between College Descriptive Index Scales

	Teachers	Parents	Your Self	Other Stud.	Courses	Finances	Administr.
Parents	.25						
Your Self	.33	.31					
Other Students	.38	.21	.31				
Courses	.53	.14	.37	.29			
Finances	.05	.15	.22	.12	.12		
Administrators	.29	.22	.19	.34	.21	.08	
Non-Course Act.	.21	.19	.27	.36	.20	.11	.23

Notes: Maximum N = 596

Minimum N = 560

C.D.I. DIMENSIONALITY

Dimensionality of the 133 items was assessed using factor analysis to determine whether (a) items assigned logically to a scale were empirically related to other items in the scale; and (b) whether clusters of items important for one scale were independent of other scales.

Because of the total number of items in the C.D.I. and available computer resources, it was not possible to include all items in a single factor analysis. Therefore, items were grouped by scales, and three factor analyses were computed. Each scale (and item) was included in two different analyses so that each scale was examined with each other scale at least once. Items within scales were grouped as follows: Analysis I, Teachers, Parents, Your Self, Other Students, Courses, Finances; Analysis II, Other Students, Courses, Finances, College Administrators, Non-Course Activities; Analysis III, Teachers, Parents, Your Self, College Administrators, Non-Course Activities. This analysis structure is illustrated conceptually in Appendix Figure 1. Attempting to enhance comparisons between the three analyses, each analysis was performed using Principal Axis factoring with communalities of 1.0 on the main diagonal of the correlation matrix, followed by varimax rotation.

Factor analysis results

Results of the factor analyses are included in Appendix Tables 16, 17, and 18. The three analyses were extremely consistent with each other. In each analysis, an approximation to simple structure was achieved. Most items on an a priori scale have high loadings on a factor common to other items on that scale, and relatively low loadings on all other factors.

The cleanest scales from the standpoint of low cross loadings and concentration of one scale on one factor were: Courses, Administrators, Parents, Non-Course Activities, Other Students, and Finances. The least clean scales were Teachers and Your Self, although there was little overlap between these scales and other C.D.I. scales. The Teachers scale, unifactorial in Analysis III (Table 18, Factor IV), composed a strong Factor IV in Analysis I (Table 16), but spilled over to a separate weak factor IX. The primary focus of this second factor appears to be a pleasant-helpful dimension which is tapped in Factor IV to some extent. The more critical problem, however, was with Your Self. Although unifactorial in Analysis III (Table 18), it split into two relatively strong factors, VI and VIII in Analysis I (Table 16). Subscales were constructed based on Analysis I results and homogeneity analyses were computed for each subscale. The maximum scale alpha computed for any Self subscale was .70, obtained by deleting items to form one 7-item partial subscale (less than the total Your Self scale alpha). Given these results, and no

convincing explanation for subscale composition, both the Teachers and Your Self scales were treated as single entities in all subsequent analyses.

Recalling the diverse nature of the sample used (students from four different colleges, inclusion of both public and private institutions, and representation of all four college classes) we are pleased with these factor analysis results. These analyses indicate that the instrument is multidimensional, and that the eight scales are relatively homogeneous and independent of each other.

VALIDITY

Three types of evidence for criterion-related validity of the C.D.I. were examined: (a) Regression analyses were performed relating C.D.I. scales to three general satisfaction measures; (b) Bivariate correlations were computed between the C.D.I. scales and each of twelve criterion questions; (c) Scales were evaluated in terms of their ability to differentiate between demographic groups -- e.g., gender differences, differences between colleges, and class-in-college differences.

The 12 items used as criteria are displayed in Table 4, which presents the text of each item, response options provided to the subject, and the point scoring system used for each item. These questions were contained in a survey accompanying the C.D.I. (see Reed, Lahey, & Downey, Note 1; Downey & Lynch, Note 2, for further details).

Criterion prediction results

Three separate stepwise multiple regression analyses were computed using the eight C.D.I. scales as predictors. General satisfaction criteria used were taken from an accompanying survey sent to each C.D.I. respondent. The three criterion questions were each scored on a 5-point scale. The wording of each of these General Satisfaction items (A, B, and C) is provided in Table 4. A total of 560 usable cases were included in each analysis.

Table 5 reports the results of these analyses. Six C.D.I. scales combined to significantly predict the most general criterion, overall satisfaction (item C); the most potent predictor was Courses. Four C.D.I. scales combined to significantly predict the second criterion, progress toward life goals (item B); the most important predictor was Your Self. Four C.D.I. scales combined to predict the third criterion, a measure of satisfaction with the particular institution (item A); the best predictor of the likelihood that one would reselect this college was Non-Course Activities. Three C.D.I. scales (Teachers, Courses, and Non-Course Activities) were significant predictors of

Table 4

Questions used as Criterion items for C.D.I. Validity Estimates

Item	Response Options				
AREA: General satisfaction.					
A. If you were to start college over again, how likely would you be to come to college here?	DS	PS	U	PN	DN
B. Progress toward your life goals	VD	MD	N	MS	VS
C. Overall satisfaction with college	VD	MD	N	MS	VS
AREA: Academic issues.					
D. Quality of teaching	DW	MW	I	MS	DS
E. The intellectual challenge of your courses	VD	MD	N	MS	VS
F. Accessibility of instructors for conferences	VD	MD	N	MS	VS
AREA: Students.					
G. The intellectual quality of other students	VD	MD	N	MS	VS
H. Friendliness of students	DW	MW	I	MS	DS
I. Opportunity for extra-curricular activities	DW	MW	I	MS	DS
AREA: Other issues.					
J. Housing arrangements	VD	MD	N	MS	VS
K. Availability of financial assistance	DW	MW	I	MS	DS
L. The way this college is run (administration)	VD	MD	N	MS	VS

Response Key	Points	Response Key
DW = Definite Weakness	1	VD = Very Dissatisfied
MW = More a Weakness than a strength	2	MD = Moderately Dissatisfied
I = In between	3	N = Neither
MS = More a Strength than a weakness	4	MS = Moderately Satisfied
DS = Definite Strength	5	VS = Very Satisfied

Response Key	Points
DS = Definitely select this college again.	5
PS = Probably select this college again.	4
U = Undecided.	3
PN = Probably not select this college again.	2
DN = Definitely not select this college again.	1

Table 5

Stepwise Multiple Regression Analyses relating
Eight C.D.I. Scales with Three Logical Satisfaction Criterion Measures

Criterion & Scale Names	College Descriptive Index Scales Entered in Regression: Simple r	B Weight	Beta Weight	F for Inclusion	Overall Regression Results: Mult. R	Stand. Error	Regr. F
CRITERION: Overall satisfaction with college.							
Courses	.37	.41	.20	19.9			
Non-Course Activities	.36	.49	.21	29.0			
Administrators	.31	.29	.15	14.3			
Teachers	.35	.33	.11	5.4			
Other Students	.32	.18	.08	3.1			
Your Self	.28	.17	.07	2.7			
(Regression Constant)		(-.80)			.52	.77	35.0
CRITERION: Progress toward life goals.							
Your Self	.42	.90	.32	61.8			
Courses	.36	.40	.17	14.4			
Teachers	.34	.53	.15	11.3			
Finances	.04	-.09	-.06	2.4			
(Regression Constant)		(-.59)			.50	.87	45.2
CRITERION: Likelihood that you would reselect this college to attend.							
Non-Course Activities	.31	.61	.21	24.3			
Other Students	.30	.52	.16	13.7			
Courses	.24	.35	.13	9.9			
Administrators	.21	.21	.08	3.8			
(Regression Constant)		(-.64)			.40	1.48	27.0

Note: C.D.I. Scales are listed in order of entry into Regression Equations.

each general criterion. One C.D.I. scale (Parents) did not significantly contribute to prediction of any criterion.

Correlations with other variables

In addition to the three general satisfaction questions discussed above, nine additional items were selected from an accompanying student survey. Those items represented specific aspects of the student experience and were thought to be somewhat indicative of satisfaction in each area. Those nine items are displayed in Table 4 in three general areas: academic issues, students, and other issues.

Bivariate correlations between C.D.I. scales and each of the 12 criterion questions are presented in Table 6. The Teachers and Courses scales were most strongly related to specific items in the general area of academic issues (items D, E, and F). Other Students and Non-Course Activities scales were most closely related to specific items concerning students (items G, H, and I). The Administrators scale was strongly related to item L, a measure of student satisfaction with the way the college is run. The Your Self scale was highly related to the question concerning progress toward life goals (item B). The Finances and Parents scales did not appear to be related to any of the criterion items used. (Relationships among the 12 criterion items, in the form of a bivariate correlation matrix, are presented in Appendix Table 19.)

Group discrimination

Three separate Stepwise Discriminant Analyses were computed using C.D.I. scales as discriminating variables. Group membership predicted was based on three demographic variables: (1) sex of the respondent, (2) college the student was attending, and (3) class standing in college. These results are presented in Table 7. Three scales contributed to significant discrimination between men and women. Five scales composed three discriminant functions to discriminate among the four colleges. Six scales aided in differentiation on the basis of college standing.

Table 6

Correlations between C.D.I. Scale Scores and 12 Survey Questions used as Criteria

Criterion Items	College Descriptive Index Scales							
	Teachers	Courses	Your Self	Oth.Stud.	Non-C.Act.	Administ.	Finances	Parents
A. Reselect this college	.23	.24	.21	.30	.31	.21	.07	.12
B. Progress toward life goals	.34	.36	.42	.24	.18	.17	.04	.19
C. Overall Satisfaction	.35	.37	.28	.32	.36	.31	.12	.13
D. Quality of teaching	.41	.38	.12	.16	.12	.15	.00	.09
E. Intellectual challenge courses	.29	.40	.19	.17	.10	.14	.09	.13
F. Instructor accessibility	.42	.32	.17	.09	.09	.11	.09	.17
G. Intellectual quality students	.12	.11	.12	.34	.19	.12	.02	.14
H. Student friendliness	.16	.14	.07	.39	.35	.19	-.02	.10
I. Opportun. extracurric. activ.	.06	.08	.07	.19	.44	.20	.05	.06
J. Housing	.10	.16	.16	.23	.17	.16	.12	.12
K. Availability financial aid	.11	.09	-.01	.08	.00	.15	.08	-.03
L. Way college is run	.16	.17	.26	.15	.20	.56	.09	.16

Table 7

C.D.I. Scale differentiation between Groups based on Discriminant Analyses using 3 separate Criteria

Criteria and Significant C.D.I. Predictors	N of Functions	Group Means				Univariate F	Lambda
CRITERION: Sex of respondent.	1		Female	Male			
Teacher			2.63	2.53		16.4	.97
Other Students			2.44	2.32		14.4	.96
Your Self			2.37	2.30		5.5	.95
CRITERION: College attending.	3	A	B	C	D		
Non-Course Activities		2.29	2.58	2.48	2.51	17.1	.91
Teachers		2.54	2.59	2.75	2.55	13.0	.86
Administrators		2.38	2.55	2.31	2.32	8.6	.81
Your Self		2.35	2.37	2.41	2.26	4.0	.79
Finances		1.89	2.11	2.11	2.06	4.2	.77
CRITERION: Class standing.	3	Fresh.	Soph.	Junior	Senior		
Non-Course Activities		2.52	2.49	2.41	2.32	6.7	.96
Your Self		2.31	2.40	2.32	2.40	2.6	.94
Administrators		2.46	2.37	2.39	2.26	4.9	.91
Courses		2.34	2.51	2.37	2.37	4.0	.90
Finances		2.08	2.10	1.94	1.91	2.5	.88
Other Students		2.41	2.39	2.32	2.42	1.1	.87

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The College Descriptive Index

In this questionnaire you will be asked about your college experiences. On the following pages you will see lists of adjectives which may, or may not, accurately describe your college experiences and your feelings about those experiences. The words are grouped in eight areas, concerning your Teachers, Parents, Self, Other Students, Courses, Finances, the College Administrators, and Non-Course Activities (extra-curricular activities). You should identify which of the adjectives accurately describes your situation in each area. Please answer each item.

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Form C 10/80

Think of your Teachers (Professors). How well does each of the following adjectives describe most of your Teachers this semester? Circle:

Y for "YES" if the word does describe your teachers,
N for "NO" if it does NOT describe your teachers,
? if you cannot decide.

TEACHERS (Professors)

Y	?	N	Understanding
Y	?	N	Inconsiderate
Y	?	N	Competent
Y	?	N	Articulate
Y	?	N	Helpful
Y	?	N	Available
Y	?	N	Offensive
Y	?	N	Humorous
Y	?	N	Conceited
Y	?	N	Knowledgeable
Y	?	N	Impractical
Y	?	N	Flexible
Y	?	N	Biased
Y	?	N	Insensitive
Y	?	N	Enthusiastic
Y	?	N	Tactless
Y	?	N	Opinionated
Y	?	N	Dull
Y	?	N	Patient
Y	?	N	Nitpicking

Think of your Parents (or Guardian). What are they like most of the time? How well does each of the following words describe your Parents' attitudes and relationship toward you and your college experience, in general? Circle:

Y for "YES" if the word does describe your parents,
N for "NO" if it does NOT describe your parents,
? if you cannot decide.

PARENTS (or Guardian)

Y	?	N	Intolerant
Y	?	N	Thoughtful
Y	?	N	Closed-minded
Y	?	N	Unrealistic
Y	?	N	Affectionate
Y	?	N	Trusting
Y	?	N	Nosey
Y	?	N	Stubborn
Y	?	N	Concerned
Y	?	N	Supportive
Y	?	N	Fault-finding
Y	?	N	Understanding
Y	?	N	Dependable
Y	?	N	Sensible
Y	?	N	Impatient

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Think about Your Self. How do you feel <u>most</u> of the time this semester? Circle:

Y for "YES" if the word does describe Your Self,
N for "NO" if it does NOT describe Your Self,
? if you cannot decide.

YOUR SELF

Y	?	N	Moody
Y	?	N	Relaxed
Y	?	N	Foolish
Y	?	N	Confident
Y	?	N	Aloof
Y	?	N	Lazy
Y	?	N	Frustrated
Y	?	N	Eager
Y	?	N	Honest
Y	?	N	Optimistic
Y	?	N	Obstinate
Y	?	N	Helpful
Y	?	N	Timid
Y	?	N	Successful
Y	?	N	Sarcastic
Y	?	N	Organized
Y	?	N	Careless

Think of the Other Students you know and see regularly this semester. How well does each word describe most of those Students? Circle:

Y for "YES" if the word does describe other students,
N for "NO" if it does NOT describe other students,
? if you cannot decide.

OTHER STUDENTS

Y	?	N	Honest
Y	?	N	Sympathetic
Y	?	N	Apathetic
Y	?	N	Indifferent
Y	?	N	Lazy
Y	?	N	Responsible
Y	?	N	Tolerant
Y	?	N	Obnoxious
Y	?	N	Hard-to-meet
Y	?	N	Friendly
Y	?	N	Stimulating
Y	?	N	Inconsiderate
Y	?	N	Open-minded
Y	?	N	Complaining
Y	?	N	Ambitious
Y	?	N	Imaginative
Y	?	N	Confident
Y	?	N	Unreliable
Y	?	N	Prejudiced
Y	?	N	Arrogant
Y	?	N	Studious

Think of your Courses <u>this</u> <u>semester</u>. What are they like <u>most</u> of the time? Circle:

Y for "YES" if the word does describe your Courses,
N for "NO" if it does NOT describe your Courses,
? if you cannot decide.

COURSES

Y	?	N	Creative
Y	?	N	Irrelevant
Y	?	N	Routine
Y	?	N	Interesting
Y	?	N	Disappointing
Y	?	N	Enjoyable
Y	?	N	Repetitive
Y	?	N	Disorganized
Y	?	N	Worthwhile
Y	?	N	Frustrating
Y	?	N	Boring
Y	?	N	Exciting
Y	?	N	Satisfying
Y	?	N	Unpleasant
Y	?	N	Challenging
Y	?	N	Informative

Think of your Financial Situation this semester. How well does each of the following words describe your finances? Circle:

Y for "YES" if the word does describe your finances,
N for "NO" if the word does NOT describe your finances,
? if you cannot decide.

FINANCES

Y	?	N	Broke
Y	?	N	Inadequate
Y	?	N	Well off
Y	?	N	Secure
Y	?	N	Indebted
Y	?	N	Tight
Y	?	N	Satisfactory

Think of the College Administrators with whom you have had contact (e.g., Deans, Department Heads, Registrar...). How well does each of the following words describe them? Circle:

Y for "YES" if the word does describe Administrators,
N for "NO" if it does NOT describe Administrators,
? if you cannot decide.

COLLEGE ADMINISTRATORS

Y	?	N	Intelligent
Y	?	N	Admirable
Y	?	N	Intolerant
Y	?	N	Credible
Y	?	N	Ambitious
Y	?	N	Arrogant
Y	?	N	Impractical
Y	?	N	Deceptive
Y	?	N	Respected
Y	?	N	Unhelpful
Y	?	N	Impartial (fair)
Y	?	N	Competent
Y	?	N	Honest
Y	?	N	Inconsistent
Y	?	N	Inflexible
Y	?	N	Common-sensical
Y	?	N	Conscientious
Y	?	N	Concerned
Y	?	N	Understanding
Y	?	N	Stubborn
Y	?	N	Disorganized

Think of the Non-Course (extra-curricular) Activities in which you have participated. How well does each word describe those activities? Circle:

Y for "YES" if the word does describe your activities,
N for "NO" if it does NOT describe your activities,
? if you cannot decide.

NON-COURSE ACTIVITIES

Y	?	N	Limited
Y	?	N	Important
Y	?	N	Tiring
Y	?	N	Creative
Y	?	N	Repetitive
Y	?	N	Disorganized
Y	?	N	Fun
Y	?	N	Stimulating
Y	?	N	Relaxing
Y	?	N	Disappointing
Y	?	N	Exciting
Y	?	N	Worthless
Y	?	N	Easily-accessible
Y	?	N	Relevant
Y	?	N	The Pits
Y	?	N	Enjoyable

Table 8

College Descriptive Index
Scale Descriptive Statistics & Reliabilities:

TEACHERS Scale

	Items	Mean	S.D.	R-sq.
T 1.	understanding	2.7	.6	.27
T 2.-	inconsiderate	2.8	.5	.23
T 3.	competent	2.9	.4	.24
T 4.	articulate	2.6	.6	.12
T 5.	helpful	2.8	.4	.25
T 6.	available	2.7	.6	.17
T 7.-	offensive	2.8	.5	.26
T 8.	humorous	2.6	.6	.15
T 9.-	conceited	2.7	.6	.23
T10.	knowledgeable	2.9	.2	.15
T11.-	impractical	2.6	.6	.17
T12.	flexible	2.5	.7	.19
T13.-	biased	2.4	.8	.20
T14.-	insensitive	2.8	.5	.28
T15.	enthusiastic	2.6	.7	.23
T16.-	tactless	2.7	.5	.23
T17.-	opinionated	1.8	.9	.16
T18.-	dull	2.4	.8	.36
T19.	patient	2.6	.7	.27
T20.-	nitpicking	2.2	.8	.17

Total Scale Mean	52.1
Total Scale Variance	28.9
Mean Item Mean (Scale Score)	2.61
Mean Item Variance	.37
Mean Inter-Item Correlation	.16
Scale Alpha	.78
N of Items	20

Note: Scoring of negative items (-) reversed for consistency.

Table 9

College Descriptive Index
Scale Descriptive Statistics & Reliabilities:

PARENTS Scale

	Items	Mean	S.D.	R-sq.
P 1.-	intolerant	2.8	.6	.25
P 2.	thoughtful	2.9	.5	.39
P 3.-	closed-minded	2.5	.8	.50
P 4.-	unrealistic	2.7	.6	.36
P 5.	affectionate	2.8	.5	.34
P 6.	trusting	2.8	.5	.40
P 7.-	nosey	2.4	.8	.21
P 8.-	stubborn	2.2	.9	.32
P 9.	concerned	2.9	.3	.25
P10.	supportive	2.9	.4	.36
P11.-	faultfinding	2.4	.8	.37
P12.	understanding	2.8	.5	.50
P13.	dependable	2.9	.4	.47
P14.	sensible	2.9	.4	.46
P15.-	impatient	2.6	.7	.38

Total Scale Mean	40.4
Total Scale Variance	26.3
Mean Item Mean (Scale Score)	2.69
Mean Item Variance	.37
Mean Inter-Item Correlation	.29
Scale Alpha	.85
N of Items	15

Note: Scoring of negative items (-) reversed for consistency.

Table 10

College Descriptive Index
Scale Descriptive Statistics & Reliabilities:

YOUR SELF Scale

	Items	Mean	S.D.	R-sq.
S 1.-	moody	1.8	.9	.29
S 2.	relaxed	2.1	.9	.26
S 3.-	foolish	2.5	.7	.20
S 4.	confident	2.4	.8	.34
S 5.-	aloof	2.5	.7	.14
S 6.-	lazy	2.2	.9	.32
S 7.-	frustrated	1.8	.9	.33
S 8.	eager	2.5	.7	.24
S 9.	honest	2.8	.4	.13
S10.	optimistic	2.5	.7	.22
S11.-	obstinate	2.3	.7	.09
S12.	helpful	2.8	.5	.13
S13.-	timid	2.3	.8	.11
S14.	successful	2.4	.7	.33
S15.-	sarcastic	2.2	.9	.17
S16.	organized	2.3	.8	.30
S17.-	careless	2.5	.8	.31

Total Scale Mean	39.8
Total Scale Variance	36.8
Mean Item Mean (Scale Score)	2.34
Mean Item Variance	.58
Mean Inter-Item Correlation	.17
Scale Alpha	.78
N of Items	17

Note: Scoring of negative items (-) reversed for consistency.

Table 11

College Descriptive Index
Scale Descriptive Statistics & Reliabilities:

OTHER STUDENTS Scale

	Items	Mean	S.D.	R-sq.
O 1.	honest	2.5	.7	.29
O 2.	sympathetic	2.6	.7	.29
O 3.-	apathetic	2.1	.8	.19
O 4.-	indifferent	2.1	.8	.30
O 5.-	lazy	2.3	.8	.29
O 6.	responsible	2.5	.7	.36
O 7.	tolerant	2.6	.7	.29
O 8.-	obnoxious	2.3	.8	.26
O 9.-	hard-to-meet	2.5	.8	.23
O10.	friendly	2.8	.5	.40
O11.	stimulating	2.3	.7	.27
O12.-	inconsiderate	2.6	.7	.35
O13.	open-minded	2.6	.7	.29
O14.-	complaining	2.0	.9	.26
O15.	ambitous	2.5	.7	.31
O16.	imaginative	2.5	.7	.25
O17.	confident	2.5	.7	.18
O18.-	unreliable	2.5	.7	.31
O19.-	prejudiced	2.3	.8	.22
O20.-	arogant	2.4	.8	.25
O21.	studious	2.2	.7	.29

Total Scale Mean	50.7
Total Scale Variance	56.4
Mean Item Mean (Scale Score)	2.41
Mean Item Variance	.53
Mean Inter-Item Correlation	.21
Scale Alpha	.84
N of Items	21

Note: Scoring of negative items (-) reversed for consistency.

Table 12

College Descriptive Index
Scale Descriptive Statistics & Reliabilities:

COURSES Scale

	Items	Mean	S.D.	R-sq.
C 1.	creative	2.2	.9	.33
C 2.-	irrelevant	2.5	.8	.34
C 3.-	routine	1.7	.9	.32
C 4.	interesting	2.6	.7	.56
C 5.-	disappointing	2.4	.8	.44
C 6.	enjoyable	2.5	.7	.56
C 7.-	repetitive	2.1	.9	.26
C 8.-	disorganized	2.7	.6	.16
C 9.	worthwhile	2.7	.6	.48
C10.-	frustrating	1.9	.9	.22
C11.-	boring	2.2	.8	.44
C12.	exciting	2.0	.8	.38
C13.	satisfying	2.5	.7	.52
C14.-	unpleasant	2.7	.6	.35
C15.	challenging	2.7	.6	.30
C16.	informative	2.9	.4	.26

Total Scale Mean	38.2
Total Scale Variance	46.1
Mean Item Mean (Scale Score)	2.39
Mean Item Variance	.53
Mean Inter-Item Correlation	.31
Scale Alpha	.87
N of Items	16

Note: Scoring of negative items (-) reversed for consistency.

Table 13

College Descriptive Index
Scale Descriptive Statistics & Reliabilities:

FINANCES Scale

	Items	Mean	S.D.	R-sq.
F 1.-	broke	2.4	.9	.45
F 2.-	inadequate	2.1	.9	.51
F 3.	well off	1.4	.7	.29
F 4.	secure	2.2	.7	.46
F 5.-	indebted	2.4	.9	.22
F 6.-	tight	1.8	.9	.30
F 7.	satisfactory	2.3	.9	.54

Total Scale Mean	14.4
Total Scale Variance	19.3
Mean Item Mean (Scale Score)	2.06
Mean Item Variance	.76
Mean Inter-Item Correlation	.43
Scale Alpha	.84
N of Items	7

Noite: Scoring of negative items (-) reversed for consistency.

Table 14

College Descriptive Index
Scale Descriptive Statistics & Reliabilities:

ADMINISTRATORS Scale

	Items	Mean	S.D.	R-sq.
A 1.	intelligent	2.6	.6	.45
A 2.	admirable	2.1	.8	.41
A 3.-	intolerant	2.4	.8	.40
A 4.	credible	2.5	.7	.47
A 5.	ambitious	2.3	.7	.30
A 6.-	arrogant	2.3	.8	.45
A 7.-	impractical	2.4	.7	.45
A 8.-	deceptive	2.4	.7	.39
A 9.	respected	2.4	.7	.44
A10.-	unhelpful	2.5	.7	.42
A11.	impartial	2.4	.7	.38
A12.	competent	2.6	.6	.50
A13.	honest	2.6	.6	.50
A14.-	inconsistent	2.2	.8	.48
A15.-	inflexible	2.3	.8	.44
A16.	common-sensical	2.4	.7	.38
A17.	conscientious	2.4	.7	.31
A18.	concerned	2.5	.7	.52
A19.	understanding	2.4	.7	.60
A20.-	stubborn	2.3	.8	.43
A21.-	disorganized	2.5	.7	.35

Total Scale Mean	50.6
Total Scale Variance	95.1
Mean Item Mean (Scale Score)	2.41
Mean Item Variance	.52
Mean Inter-Item Correlation	.38
Scale Alpha	.93
N of Items	21

Note: Scoring of negative items (-) reversed for consistency.

Table 15

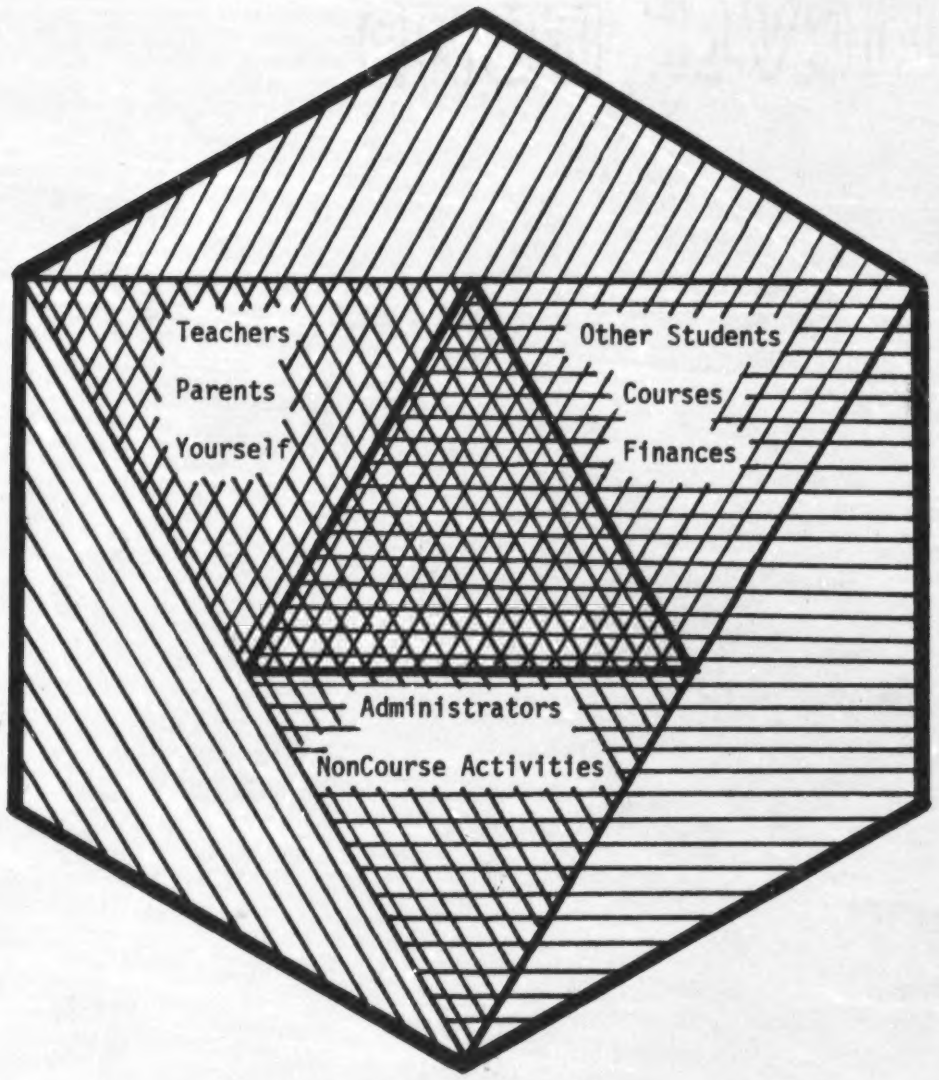
College Descriptive Index
Scale Descriptive Statistics & Reliabilities:

NON-COURSE ACTIVITIES Scale

	Items	Mean	S.D.	R-sq.
N 1.-	limited	2.0	.9	.28
N 2.	important	2.4	.8	.30
N 3.-	tiring	2.2	.8	.09
N 4.	creative	2.4	.8	.24
N 5.-	repetitive	2.2	.8	.16
N 6.-	disorganized	2.4	.8	.20
N 7.	fun	2.8	.5	.66
N 8.	stimulating	2.6	.6	.55
N 9.	relaxing	2.5	.7	.20
N10.-	disappointing	2.6	.7	.44
N11.	exciting	2.5	.7	.52
N12.-	worthless	2.8	.6	.27
N13.	easily-accessable	2.5	.7	.10
N14.	relevant	2.4	.7	.20
N15.-	the pits	2.8	.5	.45
N16.	enjoyable	2.8	.5	.62

Total Scale Mean	39.8
Total Scale Variance	34.6
Mean Item Mean (Scale Score)	2.49
Mean Item Variance	.51
Mean Inter-Item Correlation	.24
Scale Alpha	.81
N of Items	16

Note: Scoring of negative items (-) reversed for consistency.



= Included in Analysis I

= Included in Analysis II

= Included in Analysis III

= Combination Not Analyzed

Figure 1. Schematic representation of partitioning of variable set into three groups for factor analyses, showing overlap in analyses.

Table 16

Factor Analysis I:
Six College Descriptive Index Scales

		Varimax Rotated Factor Loadings								
		I	II	III	IV	V	VI	VII	VIII	IX
TEACHERS Scale										
T1	understanding	13	-03	-08	-40	02	-09	-02	03	38
T2	inconsiderate	-10	02	05	55	00	-06	00	-09	-15
T3	competent	26	-03	-03	-45	09	06	21	07	02
T4	articulate	23	00	-07	-24	-03	13	05	09	-08
T5	helpful	21	-03	02	-35	-03	-12	-03	-03	50
T6	available	18	-17	00	-24	-06	-05	-12	00	44
T7	offensive	-04	-04	11	58	-07	16	-01	05	-16
T8	humorous	20	-01	-08	-06	-03	09	07	06	31
T9	conceited	00	05	18	49	-05	19	06	-01	04
T10	knowledgeable	19	06	05	-24	15	09	20	01	-13
T11	impractical	-14	14	07	41	-01	-02	-01	-11	-02
T12	flexible	06	-13	-02	-41	-06	-09	13	09	33
T13	biased	-02	06	09	51	08	14	03	00	07
T14	insensitive	-03	11	14	53	04	01	-05	-01	-26
T15	enthusiastic	36	-01	-04	-08	06	03	14	15	27
T16	tactless	-18	07	19	46	06	01	-03	02	14
T17	opinionated	-07	03	25	32	-02	20	19	10	04
T18	dull	-46	05	07	33	-08	11	03	-10	-15
T19	patient	17	-08	-23	-38	10	-06	00	14	24
T20	nitpicking	-20	13	13	38	01	-02	16	-13	-01
PARENTS Scale										
P1	intolerant	03	58	09	06	01	00	11	-01	00
P2	thoughtful	00	-59	07	-16	-02	03	28	10	14
P3	closed-minded	-07	68	13	01	01	07	08	-09	02
P4	unrealistic	-09	57	16	01	11	03	07	-18	06
P5	affectionate	01	-54	04	02	-06	-01	19	-01	21
P6	trusting	-01	-64	-08	-06	-02	-09	11	05	11
P7	nosey	-04	48	07	10	-02	20	12	03	16
P8	stubborn	-01	54	06	04	04	15	23	02	05
P9	concerned	-01	-33	10	-15	-03	02	32	-09	22
P10	supportive	02	-61	10	-02	-08	04	24	-07	15
P11	fault-finding	-07	61	10	09	00	18	17	-04	13
P12	understanding	-03	-74	01	03	03	-08	14	07	11
P13	dependable	-01	-58	-01	-07	-08	07	20	06	03
P14	sensible	04	-66	-08	01	-04	03	20	06	-05
P15	impatient	-10	62	08	11	02	15	11	-09	01

Table 16 (continued)

YOUR SELF Scale

S1	moody	-13	11	13	02	06	23	05	-46	11
S2	relaxed	03	-06	-09	-07	-01	-03	17	64	01
S3	foolish	00	10	10	14	-02	45	12	-20	10
S4	confident	06	-07	-04	00	-08	-28	14	58	10
S5	aloof	-08	09	15	07	01	44	02	02	06
S6	lazy	-19	02	08	-03	09	70	-01	-01	-04
S7	frustrated	-16	11	08	10	18	10	11	-65	01
S8	eager	22	00	12	19	-01	-44	25	01	24
S9	honest	03	-06	-07	-06	08	-40	07	16	07
S10	optimistic	19	-07	-01	-09	-02	-28	15	33	12
S11	obstinate	01	20	17	07	05	25	03	-01	09
S12	helpful	19	-06	-07	00	05	-30	31	17	22
S13	timid	04	11	13	03	-06	17	14	-35	-09
S14	successful	14	-04	01	-03	-11	-38	10	46	14
S15	sarcastic	-17	11	22	14	06	39	06	-03	19
S16	organized	06	-07	08	01	-18	-51	03	22	04
S17	careless	01	07	04	11	16	54	-07	-20	-03

OTHER STUDENTS Scale

01	honest	-05	04	-59	-15	01	-07	11	15	-06
02	sympathetic	-02	-07	-57	-02	07	-07	12	02	20
03	apathetic	-06	09	35	02	-02	01	00	-02	22
04	indifferent	-06	03	54	06	07	09	-10	05	10
05	lazy	-14	02	39	16	08	16	-22	11	26
06	responsible	06	-09	-47	-08	-04	-02	41	10	-07
07	tolerant	04	-03	-53	-05	-04	00	09	05	09
08	obnoxious	-03	00	50	27	15	06	04	03	11
09	hard-to-meet	-08	04	48	-01	00	-05	10	-08	-36
010	friendly	12	-08	-63	07	04	10	02	05	38
011	stimulating	17	-09	-47	14	07	12	22	-03	24
012	inconsiderate	-01	05	62	13	04	03	-05	-09	-07
013	open minded	04	04	-54	-02	-08	-07	18	12	13
014	complaining	-07	05	44	19	01	-03	-10	-09	20
015	ambitious	15	-05	-27	00	02	-10	54	-09	-07
016	imaginative	10	-02	-23	10	02	-01	48	05	10
017	confident	14	-08	-19	-05	-05	07	50	08	01
018	unreliable	-14	08	57	18	-01	18	-09	-05	-06
019	prejudiced	00	07	46	20	07	23	01	10	06
020	arrogant	-09	10	54	20	02	03	14	-08	06
021	studious	06	-08	-27	-02	00	-14	54	-03	-09

Table 16 (continued)

COURSES Scale										
C1	creative	55	06	00	05	-02	-01	14	06	18
C2	irrelevant	-54	04	04	24	14	02	12	04	04
C3	routine	-49	06	04	07	08	14	13	01	-08
C4	interesting	77	-03	-06	-07	00	01	09	11	04
C5	disappointing	-60	08	15	30	05	-01	01	-16	02
C6	enjoyable	73	-04	01	-03	-02	-09	14	18	14
C7	repetitive	-45	06	15	16	03	07	13	08	03
C8	disorganized	-29	05	10	34	03	-07	-22	-15	16
C9	worthwhile	68	-01	-05	-08	00	-07	11	07	-07
C10	frustrating	-29	01	04	23	09	-05	10	-50	04
C11	boring	-68	02	12	16	01	09	14	-03	-08
C12	exciting	59	-03	03	11	08	-17	09	02	19
C13	satisfying	72	-03	00	-06	00	-11	13	12	06
C14	unpleasant	-51	02	15	30	09	00	-02	-14	05
C15	challenging	57	00	-06	04	-01	-11	22	-15	02
C16	informative	49	02	-03	-18	-03	-02	29	03	-05
FINANCES Scale										
F1	broke	-01	07	10	05	73	05	02	-01	00
F2	inadequate	-04	06	10	03	79	11	07	-05	-04
F3	well off	03	-04	01	09	-62	02	-05	05	05
F4	secure	06	-10	-02	-02	-77	-04	06	11	04
F5	indebted	-05	07	-04	00	55	07	-12	-02	06
F6	tight	04	-03	03	-01	68	02	09	-05	04
F7	satisfactory	04	-06	-07	00	-80	-05	08	02	03
FACTOR EIGENVALUE		11.5	5.4	4.4	3.9	3.2	2.7	2.3	1.9	1.8
% OF VARIANCE		12.0	5.6	4.5	4.0	3.4	2.9	2.4	1.9	1.9

Cumulative % Variance = 38.6

NOTES: Method = Principal Components Analysis.
1.0 used on main diagonal of correlation matrix.
Decimal points omitted from factor loadings in table.
Min. N = 551, Max. N = 599, for correlations.
Number of Factors Specified = 9.

Table 17

Factor Analysis II:
Five College Descriptive Index Scales

		Varimax Rotated Factor Loadings					
		I	II	III	IV	V	VI
OTHER STUDENTS Scale							
O1	honest	09	-03	07	-62	00	05
O2	sympathetic	00	00	13	-55	06	18
O3	apathetic	-11	-02	03	35	-02	00
O4	indifferent	-01	-05	01	55	08	-14
O5	lazy	-03	-16	05	49	08	-10
O6	responsible	12	08	06	-51	-04	36
O7	tolerant	11	03	07	-50	-03	13
O8	obnoxious	-11	-08	02	57	11	17
O9	hard-to-meet	-06	-08	-23	37	-01	-01
O10	friendly	12	07	32	-47	05	15
O11	stimulating	11	09	23	-31	07	42
O12	inconsiderate	-19	-03	-17	60	02	01
O13	open minded	13	04	11	-48	-08	27
O14	complaining	-16	-08	-06	47	-01	02
O15	ambitious	05	13	02	-31	00	51
O16	imaginative	12	08	14	-16	02	51
O17	confident	-01	15	12	-22	-05	42
O18	unreliable	-05	-18	-24	57	-01	-07
O19	prejudiced	-06	-04	-07	51	07	09
O20	arrogant	-13	-13	-14	56	00	24
O21	studious	13	06	04	-33	-01	44
COURSES Scale							
C1	creative	-02	53	07	06	-02	28
C2	irrelevant	-08	-60	12	11	11	16
C3	routine	06	-52	-04	06	08	11
C4	interesting	11	76	03	-03	01	15
C5	disappointing	-15	-66	-07	22	02	14
C6	enjoyable	03	75	09	03	-03	19
C7	repetitive	-05	-46	-01	17	-01	16
C8	disorganized	-12	-36	-13	18	01	03
C9	worthwhile	09	69	-01	-06	01	11
C10	frustrating	-09	-39	-01	11	10	18
C11	boring	00	-70	-05	14	00	13
C12	exciting	-03	57	10	10	06	25
C13	satisfying	11	74	05	01	-01	18
C14	unpleasant	-13	-57	-10	20	06	10
C15	challenging	05	52	18	00	02	21
C16	informative	12	51	10	-05	-01	17

Table 17 (continued)

FINANCES Scale							
F1	broke	-05	-04	-02	13	73	10
F2	inadequate	02	-06	-08	10	81	07
F3	well off	-03	01	00	04	-63	06
F4	secure	06	09	-01	-05	-78	05
F5	indebted	-05	-06	-10	-02	56	-02
F6	tight	-02	04	05	03	68	10
F7	satisfactory	05	04	11	-06	-81	05
ADMINISTRATORS Scale							
A1	intelligent	61	00	05	-14	-03	18
A2	admirable	63	05	06	-01	-07	20
A3	intolerant	-56	-08	02	19	-01	26
A4	credible	65	07	07	-13	-06	15
A5	ambitious	50	06	00	02	-05	28
A6	arrogant	-57	-14	-08	20	-08	29
A7	impractical	-64	-12	-05	13	05	17
A8	deceptive	-57	-02	-03	27	-06	15
A9	respected	70	-03	09	00	-02	13
A10	unhelpful	-63	-07	-11	13	-03	-02
A11	impartial (fair)	60	09	11	-06	06	-06
A12	competent	72	06	05	-07	-01	03
A13	honest	71	06	04	-14	02	05
A14	inconsistent	-67	-09	-06	14	01	08
A15	inflexible	-64	01	-04	10	-03	-03
A16	common sensical	62	02	02	-02	-03	07
A17	conscientious	57	04	03	-02	-08	07
A18	concerned	68	09	09	-05	-03	03
A19	understanding	76	06	05	-01	01	00
A20	stubborn	-64	-06	-08	07	02	17
A21	disorganized	-58	-03	-07	12	07	-03
NON-COURSE ACTIVITIES Scale							
N1	limited	-04	01	-51	10	09	-06
N2	important	05	02	57	11	-06	11
N3	tiring	-07	-08	04	11	07	27
N4	creative	01	12	53	-03	02	23
N5	repetitive	-10	-13	-40	18	02	21
N6	disorganized	-03	-08	-40	30	00	05
N7	fun	05	08	82	-03	-01	01
N8	stimulating	10	03	78	-01	00	07
N9	relaxing	08	-01	43	-09	01	10

Table 17 (continued)

Non-course Activities Scale (continued)

N10	disappointing	-13	00	-64	23	03	07
N11	exciting	08	03	74	01	03	16
N12	worthless	-08	-06	-53	12	03	06
N13	easily-accessible	10	02	32	-13	-06	12
N14	relevant	-01	17	45	00	-05	01
N15	the pits	-04	-03	-68	17	-02	06
N16	enjoyable	05	07	79	-08	00	-01
FACTOR EIGENVALUE		12.1	6.0	4.8	3.8	3.6	2.4
% OF VARIANCE		15.0	7.4	6.0	4.7	4.4	3.0

Cumulative % Variance = 40.5

NOTES: Method = Principal Components Factor Analysis.
1.0 used on main diagonal of correlation matrix.
Decimal points omitted from factor loadings in table.
Min. N = 551, Max N = 599 for correlation computations.
Number of Factors Specified = 6.

Table 18

Factor Analysis III:
Five College Descriptive Index Scales

		Varimax Rotated Factor Loadings					
		I	II	III	IV	V	VI
TEACHERS Scale							
T1	understanding	03	03	04	-54	10	04
T2	inconsiderate	-07	-09	-01	54	04	11
T3	competent	13	01	03	-51	03	04
T4	articulate	06	05	-02	-30	-03	-08
T5	helpful	13	04	03	-51	16	19
T6	available	04	-01	18	-39	14	14
T7	offensive	-03	-06	03	57	-05	13
T8	humorous	10	10	01	-28	04	20
T9	conceited	-03	-07	-03	38	-07	34
T10	knowledgeable	04	-01	-07	-27	-05	04
T11	impractical	-06	-01	-12	43	-03	16
T12	flexible	10	03	15	-46	15	10
T13	biased	-14	-04	-03	39	-06	24
T14	insensitive	01	-07	-13	58	-02	05
T15	enthusiastic	02	11	01	-35	18	24
T16	tactless	-14	-03	-05	43	02	28
T17	opinionated	-05	04	01	29	-06	33
T18	dull	-02	-03	-02	55	-20	06
T19	patient	15	07	06	-50	14	-05
T20	nitpicking	-04	03	-10	41	-06	27
PARENTS Scale							
P1	intolerant	-03	00	-56	06	01	16
P2	thoughtful	10	13	62	-16	06	18
P3	closed-minded	-08	-08	-65	03	-10	21
P4	unrealistic	-07	-10	-54	02	-13	24
P5	affectionate	04	08	57	-03	08	23
P6	trusting	07	09	65	-06	11	00
P7	nosey	01	-03	-43	06	-09	37
P8	stubborn	-02	-03	-50	00	-07	31
P9	concerned	04	01	39	-17	01	30
P10	supportive	10	04	64	-02	00	20
P11	fault-finding	-04	00	-56	05	-12	37
P12	understanding	10	08	75	02	11	05
P13	dependable	12	03	61	-06	02	09
P14	sensible	10	02	67	00	05	02
P15	impatient	-08	-11	-57	12	-15	24

Table 18 (continued)

YOUR SELF Scale							
S1	moody	-05	-06	-08	05	-46	18
S2	relaxed	13	22	06	-09	40	07
S3	foolish	-08	02	-05	04	-41	36
S4	confident	03	15	08	-05	59	08
S5	aloof	02	-09	-06	06	-29	29
S6	lazy	-01	-01	00	02	-60	18
S7	frustrated	-10	-06	-07	14	-48	14
S8	eager	-04	15	01	03	45	26
S9	honest	02	04	06	-06	40	-02
S10	optimistic	00	05	08	-20	48	12
S11	obstinate	-14	00	-16	01	-18	31
S12	helpful	06	20	08	-10	39	22
S13	timid	10	03	-11	09	-34	11
S14	successful	06	14	03	-09	61	04
S15	sarcastic	-10	-11	-06	10	-31	35
S16	organized	05	-07	06	04	57	-10
S17	careless	-08	-05	-07	03	-51	21
ADMINISTRATORS Scale							
A1	intelligent	62	08	06	-05	02	-01
A2	admirable	64	08	05	01	06	07
A3	intolerant	-56	02	-07	11	03	22
A4	credible	66	08	12	-10	04	-01
A5	ambitious	52	03	-02	-03	04	21
A6	arrogant	-57	-06	-04	16	-06	27
A7	impractical	-64	-06	-03	18	03	17
A8	deceptive	-57	-04	-09	17	03	14
A9	respected	70	09	07	07	02	07
A10	unhelpful	-63	-10	-05	10	-08	-02
A11	impartial	61	10	05	00	09	-03
A12	competent	72	04	04	-12	08	03
A13	honest	71	06	10	-09	-01	-05
A14	inconsistent	-68	-07	-06	08	-06	07
A15	inflexible	-64	-04	-04	04	00	06
A16	common-sensical	62	03	07	01	02	03
A17	conscientious	56	02	01	-09	06	09
A18	concerned	66	07	08	-15	10	04
A19	understanding	75	03	08	-12	06	04
A20	stubborn	-64	-07	00	06	02	17
A21	disorganized	-58	-09	-02	08	04	08

Table 18 (continued)

NON-COURSE ACTIVITIES Scale

N1	limited	-04	-51	-05	01	-04	05
N2	important	04	54	03	09	13	14
N3	tiring	-07	04	03	12	-09	19
N4	creative	03	55	-04	-05	05	12
N5	repetitive	-12	-39	04	14	-08	23
N6	disorganized	-05	-43	-11	11	-05	23
N7	fun	04	82	02	-07	09	02
N8	stimulating	10	77	-01	-01	07	01
N9	relaxing	09	44	05	00	07	05
N10	disappointing	-14	-67	-07	04	-04	15
N11	exciting	07	73	04	-01	07	15
N12	worthless	-09	-55	-11	03	-01	02
N13	easily-accessible	10	32	10	-01	07	-01
N14	relevant	-02	42	08	-11	12	06
N15	the pits	-04	-71	-04	12	08	10
N16	enjoyable	05	78	05	-09	07	-01
FACTOR EIGENVALUE		11.7	5.8	4.7	3.9	2.8	2.3
% OF VARIANCE		13.1	6.6	5.3	4.4	3.2	2.6

Cum % Variance = 35.2%

NOTES: Method = Principal Components Factor Analysis.
1.0 used on main diagonal of correlation matrix.
Decimal points omitted from factor loadings in table.
Min. N = 551, Max. N = 599 for correlations.
Number of Factors Specified = 6.

Table 19

Intercorrelations among 12 Criterion Questions

	A	B	C	D	E	F	G	H	I	J	K
A. Reselect this college											
B. Progress toward life goals	.32										
C. Overall Satisfaction	.54	.43									
D. Quality of teaching	.21	.24	.33								
E. Intellectual challenge of courses	.22	.42	.36	.34							
F. Instructor accessibility	.08	.25	.25	.33	.31						
G. Intellectual quality of students	.23	.18	.36	.24	.30	.16					
H. Student friendliness	.28	.15	.24	.09	.18	.07	.24				
I. Opportunity extracurricular activity	.30	.12	.22	.03	.08	.03	.09	.33			
J. Housing	.24	.28	.35	.12	.13	.06	.29	.08	.13		
K. Availability of financial aid	.05	.13	.10	.12	.12	.10	.11	.11	.14	.12	
L. Way the college is run	.27	.24	.41	.18	.17	.00	.20	.18	.27	.20	.14